

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature about teaching English, teaching writing, cooperative learning and Think-Talk-Write.

1.1 Teaching English

English as a global language means that almost every country uses this language in term of economic, politics, health, information exchange, culture, tourism, and especially in education. English is also one of the important subjects in Elementary School, Junior High School and Senior High School. It becomes the main requirement for graduation. English in some countries like India, Singapore, and Malaysia are taught as a Second Language, but different from Indonesia that Teaching English is as a Foreign Language. English as a Foreign Language or EFL described situations where students were learning English in order to use it with any other English speakers in the world – when the students might be tourists or business people (Harmer, 2007:19).

English is not our language, so the teachers have important roles and responsibilities in teaching English to students. They have to teach this subject correctly, precisely, fun, and is able to achieve the goal of learning. Teaching is showing or helping someone to learn how to do something, giving instructions, guiding the study of something, providing the knowledge, causing to know or understand (Brown, 2000:7). The activity of teaching and learning process depend on the role of teacher when explaining the material to students. The duties of teacher are teacher as instructor, adviser, trainer, curriculum developers, and a facilitator to makes easy learning to the students (Ministry of National Education and Culture, 2013).

Therefore, the English teacher should master teaching English until the students comprehend the teachers' explanation.

1.2 Teaching Writing

Writing, as one of productive language skills, has an important role in the context of teaching English in Indonesia. English teachers play an important part in teaching writing. Harmer (2004:41) said "When helping students to become better writers, teachers have a number of crucial tasks to perform." It means that English teachers should know to motivate their students to write. Teachers have to develop and influence their students how to be good writers. There are several tasks that must be done by teachers to help their students in writing process. They are demonstrating, motivating and provoking, supporting, responding, and evaluating.

Demonstrating is a task of teachers to remind students in order that they do not diverge about what they should write. It means that teachers have to make the students aware of writing convention and types of their writing. Teachers have to give direction and explain about the main purpose of what will their students write. It is done in order that their students write in accordance with the term of the layout issue that is given or decided by the teachers.

Motivating and provoking are the condition where the teacher can help, motivate, awaken the students into having ideas, entusing them to explain that writing is important and fun. This is done by teachers when their students get lost of ideas and word on writing process. When the teacher wants to do provoking, they have to prepare before teaching the class. It is needed when their students get stuck. It will absolutely help students to get ideas immediately in order to make writing class effective.

Supporting is a task of teachers to motivate their students when they get problems in writing process. It means that teachers have to help students when they get some difficulties. Accordingly, the teachers need to be extremely supportive when students are in class, always available (except during exam writing of course), and well prepared to help students overcome difficulties.

Responding is the way where teachers respond and give reaction to the students' writing result. If students have finished their writing, teachers must react to the content and construction of students' writing. Besides, teachers have to give suggestion in order to improve their students' ability. Teachers also tell their students how well it is going so far.

Evaluating is a task of teachers to evaluate the students' writing result. When teachers are evaluating their students' writing result for test purposes, teachers can indicate where they write well and where they make some mistakes. Furthermore, teachers must give the score of writing but it is different from responding. Teachers can use it not only to grade or to give score but also have a learning opportunity.

1.2.1 Teaching Writing at Junior High School

English teachers have to know the important factors that had an affect on teaching writing. It is affected by level, motivation, and interest of the students. It is important to know that in teaching writing the teacher has been understand the level of the students who will be taught. Students of Junior High School are at intermediate level in English. They have known vocabulary, structure, and grammar to write more than elementary students but their writing ability is lower than the high school students.

Based on curriculum, there are several kinds of writing at Junior High School. Those are descriptive, recount, narrative, and procedure.

1.2.1.1 Descriptive

Descriptive text is a kind of text with a purpose to give information. It is to describe a particular thing, animal, person or others that we know well. A good description is a word picture; readers can imagine the objects that the writer explains (Oshima and Hogue, 2007). Writing descriptive text, the writers have to explain the objects in detail. It differs from report text which describes the objects in general. According to Mursyid (2011), the generic structure of descriptive text is identification and description. Identification is a beginning part of the paragraph written by the writer to identify a phenomenon to be described. Furthermore, the content of the paragraph which describes parts, qualities, characteristics and how the objects look like. The language features of descriptive writing are:

- a. Focus on specific participants
- b. Use of simple present tense
- c. Verbs of being and having (relational processes)
- d. Use of descriptive adjective
- e. Use of action verbs
- f. Use of figurative languages

To sum up, the descriptive text is about describing something in a text based on a phenomenon that use simple present tense, adjective words, action verbs and figurative languages.

1.2.1.2 Recount

Recount is a kind of text which retells events or experiences in the past. The purpose of recount text is telling about experience or something that happened to entertain the readers.

Recount is divided into two types: personal recount and factual recount. Personal recount text tells about someone's past experience, like holiday, party, etc. Further, factual recount text explains about past events or experiences in form of facts. It can be in the form of biography, autobiography, and history.

The generic structure of recount text is:

- Orientation, explaining what the subject is, when and where the event happened, or why the event happened.
- Events, a sequence of events arranged in a chronological order.
- Re-orientation, the writer's state of feelings about the events recalled (personal recount), or an outcome that results from the series of events (factual recount).

1.2.1.3 Narrative

Narrative writing tells a story. It means that tells about a series of events that happened to the writer or narrator. Oshima and Hogue (2007) state that writing narrative paragraph is writing about events in order that they happen. The purpose of narration is to take readers with us through an experience and feel emotion written by the writer.

In the narrative writing, there are several steps that should be done by the writer. First is orientation. In this part, the writer tells about who the actor in the story is/are, when it is taking place, and where it is happens. Second is complication. Complication sets off a chain of events that influences what will happen in the story. This part will determine whether the story lives or not. Third is a sequence of events. In this step, the writer includes conflict and the characters react to the complication in the story. Fourth is resolution. In resolution, the characters finally sort out the complication.

1.2.1.4 Procedure

Procedure text is a text that is designed to describe how something is achieved through a sequence of action of steps. It explains how people perform different processes in a sequence of steps. The purpose of this writing is a particular course of action intended to achieve a result. Procedure text can be a set of instruction or direction to help us do to task or make something.

The generic structure of procedure text is as follows:

- Goal, it contains the aim of the text.
- Material, it contains of the material or ingredient that use in the process.
- Step, it contains of the steps or directions to make something in the goal.

1.3 Cooperative Learning

In Curriculum 2013, students must be active to look for an information and find out a solution in learning problems. It means that the students have to learn independently and not relying on the teachers. This learning is realized and applied in cooperative learning which refers to group learning activities.

Constructivism theory is a theory that underlies the existence of cooperative learning. Constructivism focuses on the important of interaction with peers that provide opportunities for students to actively express their thoughts. According to Brown (2000:47), cooperative learning is the learning activity where the students work together in pairs and groups; the students share information to each other. Furthermore, cooperative learning is a form of learning in groups of four until six students that work collaboratively and heterogeneously (Rusman, 2013:202). From the explanation above, cooperative learning is the learning activities where the students work in groups to interact with their friends, share information,

and find a solution. There is a team whose members must work and think together in order to achieve the goals of learning. Oxford (in Brown, 2000:47) has shown some advantages for cooperative learning, such as: promoting intrinsic motivation, heightening self-esteem, creating caring and altruistic relationships, and lowering anxiety and prejudice.

1.3.1 The Elements of Cooperative Learning

Teachers have to understand the nature of cooperation and the essential components in order to effectively use cooperative learning. Johnson (in Gillies et al., 2008) points out five basic elements of cooperative learning, they are:

a. Positive interdependence

Team members perceive that they need each other in order to complete the group's task "sink or swim together". The group is united around a common-goal, students work as a unity, and they need to collaborate each other to reach the goal. Students are linked with others in such a way that they cannot be successful if they do not cooperate each other. It means that students work together in small group to maximize the learning of all members, sharing their resources, providing mutual support and celebrating their joint success.

b. Individual accountability and personal responsibility

The group members have to be responsible and accountable for completing the others' work and facilitating the work of other group members. In this case, each student is accountable for individual learning. It means that the student has responsibility to the group mates for contributing his or her idea to reach the goal. To ensure that every member is responsible for the final product, teachers assess individual student's performance by calling one student in one group to present their work.

c. Promotive interaction

Group members promote each other's productivity by helping, sharing, and encouraging efforts to produce. Students help their friends by exchanging needed resources, such as information and materials or giving feedback to each other in order to get the conclusion and improve their quality in making decision.

d. Interpersonal and small group skills

The groups cannot function effectively if the members do not have and use the social skills. Students have to work together to reach the common goal, it determines the way students interact with each other as members.

e. Group processing

All groups need specific time to discuss how well they are achieving their goals and maintaining effective working relationship among members. The purpose of group processing is to clarify and improve the effectiveness of the members in contributing the idea to achieve the goal.

To sum up, according to Johnson (in Gillies et al., 2008), there are five effective basic elements to be used in cooperative learning, they are positive interdependence, individual accountability and personal responsibility, promotive interaction, interpersonal and small group skills, and group processing.

1.4 Think-Talk-Write

Think-Talk-Write is a learning model to practice students' writing ability. Huinker and Laughlin as the founder of this learning model (in Soimin, 2014:212) state that the activity that can be done to develop an understanding of concepts and communication capabilities of students is the application of Think-Talk-Write learning. Furthermore, Think-Talk-Write encourages the students to think, speak up, and then write a specific topic (Huda, 2013:218).

In other words, Think-Talk-Write is a learning activity that is used to develop and encourage the ability of thought, communication, and writing of the students. As the name implies, Think-Talk-Write has the sequence of the application; namely think, talk, and write.

The first is think. Think is mental activity which is done to take decision, such as formulating understanding, synthesizing, and making conclusion (Soimin, 2014:213). In this section, students read a text as an issue that should be done by them. The problems related to daily activities of students, so they are easier to understand. At this stage, students think about possible answer and make a note about their ideas. For example in descriptive writing, first the teacher divides the class into 3-4 discussion groups. After that the teacher gives some pictures that related to the material for each group. Students have to explain and describe what the picture is. In this moment, students are required to think independently and develop their imagination to finish the task.

The second is talk. The students are given the opportunity to discuss the results of their thought in the first stage. In this stage, students reflect, arrange, and share about their ideas in group discussion (Huda, 2013:219). Development of students' communication will be appearing during the discussion, both in sharing their own ideas or thoughts expressed to others. After the students have an idea in their mind, they are required to share or combine the ideas between members of the groups. In this way, they will get the results of the task that is given by the teacher. Besides, it can provide a solution when they get in trouble.

The third is writing. In this stage, the students write down their ideas that were gained from the first and second stage. This written form consists of a concept, the strategy to solve the problem, and conclusion (Huda, 2013:219). After the students had discussions and share the ideas, they should write the result of thought and discussion on the sheet of paper that has

been provided. The result of this activity should be submitted to the teacher for giving the feedback and scores.

In summary, Think-Talk-Write is a learning model where students use their thinking to take a decision before discussing the result of their thought with other students, then the students are allowed to write their ideas that were gained from the first to second stage.

